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FORM EXPIRES: 09/30/2007

2004-2005

STATE: MT - MONTANA

### SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		0	0
4		1326	10455
5		0	0
6		0	0
7		0	0
8		1514	11872
HIGH SCHOOL (SPECIFY GRADE:)	10	1234	11661

<sup>&</sup>lt;sup>1</sup>At a date as close as possible to the testing date.

ORIGINAL SUBMISSION

CURRENT DATE: February 15, 2006

### TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2004-2005 STATE: MT - MONTANA

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### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS							
GRADE LEVEL	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)				
3	0	0	0	0				
4	1177	754	33	0				
5	0	0	0	0				
6	0	0	0	0				
7	0	0	0	0				
8	1361	698	47	0				
HIGH SCHOOL: 10	1111	511	66	0				

<sup>&</sup>lt;sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

### REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE

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FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

2004-2005

TABLE 6

ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

		STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT						
GRADE LEVEL	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)					
3	0	0	0					
4	0	0	0					
5	0	0	0					
6	0	0	0					
7	0	0	0					
8	0	0	0					
HIGH SCHOOL: 10								

<sup>&</sup>lt;sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

# TABLE 6 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 09/30/2007

2004-2005

STATE: MT - MONTANA

### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

		STUDENTS WITH DISA	ABILITIES WHO TOOK ALTERN	NATE ASSESSMENT	
GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	0	0	0	0	0
4	117	0	117	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	129	0	129	0	0
HIGH SCHOOL: 10	109	0	109	0	0

<sup>&</sup>lt;sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>&</sup>lt;sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

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2004-2005

STATE: MT - MONTANA

### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

	STUDEN	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT							
GRADE LEVEL	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)						
3	0	0	0						
4	0	2	0						
5	0	0	0						
6		0	0						
7		0	0						
8	0	7	0						
		,							
HIGH SCHOOL: 10	0	0	0						

<sup>&</sup>lt;sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Reasons

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MT - MONTANA

#### 2004-2005

TABLE 6

### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

	REGULAR ASSESSMENT ON GRADE LEVEL (9A)										
		Novice	N. Proficient	Proficient	Advance	d					
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	9A ROW TOTAL <sup>2</sup>							
3		0	0	0	0	0	0	0	0	0	0
4	CRT	593	244	261	79	0	0	0	0	0	1177
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8	CRT	464	569	298	30	0	0	0	0	0	1361
HIGH SCHOOL : 10	CRT	573		118		0	0	0	0	0	1111

 ${\bf LOWEST\ ACHIEVEMENT\ LEVEL\ CONSIDERED\ PROFICIENT:}$ 

Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>&</sup>lt;sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

### PAGE 7 OF 18 TABLE 6

### REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

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2004-2005

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

	ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)										
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	9B ROW TOTAL <sup>4</sup>							
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>&</sup>lt;sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>&</sup>lt;sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

### PAGE 8 OF 18 TABLE 6

### REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

OMB NO. 1820-0659

STATE: MT - MONTANA

2004-2005

#### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

			ALTERNAT	E ASSESSMENT	SCORED AGAIN	NST ALTERNATE	STANDARDS (9	C)			
			Proficiency	Proficient	Advanced						
GRADE LEVEL	TEST NAME	Achievement Level <sup>5</sup>	Achievement Level	9C ROW TOTAL <sup>6</sup>							
3		0	0	0	0	0	0	0	0	0	0
4	CRT-Alternate	30	12	61	14	0	0	0	0	0	117
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8	CRT-Alternate	39	19	40	31	0	0	0	0	0	129
HIGH SCHOOL : 10	CRT-Alternate	18	15	31	45	0	0	0	0	0	109

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>&</sup>lt;sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>&</sup>lt;sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6)	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	0	0	0	0	0
4	1177	0	117	2	1296
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	1361	0	129	7	1497
HIGH SCHOOL: 10	1111	0	109		1220

<sup>&</sup>lt;sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

ORIGINAL SUBMISSION CURRENT DATE: February 15, 2006

<sup>&</sup>lt;sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

### TABLE 6

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### REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

2004-2005

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		0	0
4		1326	10455
5		0	0
6		0	0
7		0	0
8		1514	11872
HIGH SCHOOL (SPECIFY GRADE:)	10	1234	11661

<sup>&</sup>lt;sup>1</sup>At a date as close as possible to the testing date.

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FORM EXPIRES: 09/30/2007

2004-2005

STATE: MT - MONTANA

### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS							
GRADE LEVEL	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)				
3	0	0	0	0				
4	1177	747	72	0				
5	0	0	0	0				
6	0	0	0	0				
7	0	0	0	0				
8	1361	727	77	0				
HIGH SCHOOL: 10	1111	555	83	0				

<sup>&</sup>lt;sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## TABLE 6 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 09/30/2007

2004-2005

STATE: MT - MONTANA

### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

		STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT						
GRADE LEVEL	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR TOTAL (4) SCORE <sup>1</sup> (4A) WERE INVALID <sup>2</sup> (4E)						
3	0	0	0					
4	0	0	0					
5	0	0	0					
6	0	0	0					
7	0	0	0					
8	0	0	0					
HIGH SCHOOL: 10								
	0	0	0					

<sup>&</sup>lt;sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>&</sup>lt;sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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FORM EXPIRES: 09/30/2007

2004-2005 STATE: MT - MONTANA

### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT								
GRADE LEVEL	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)				
3	0	0	0	0	0				
4	117	0	117	0	0				
5	0	0	0	0	0				
6	0	0	0	0	0				
7	0	0	0	0	0				
8	129	0	129	0	0				
HIGH SCHOOL: 10	109	0	109	0	0				

<sup>&</sup>lt;sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>&</sup>lt;sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMEN

FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

OMB NO. 1820-0659

2004-2005

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT							
GRADE LEVEL	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)					
3	0	C	0					
4	0	1	0					
5	0	C	0					
6	0		0					
7	0		0					
8	0	6	0					
HIGH SCHOOL: 10	0	8	0					

<sup>&</sup>lt;sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Reasons

## TABLE 6 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE

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FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

### 2004-2005

ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
		Novice	Proficient	Proficient	Advanced						
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	9A ROW TOTAL <sup>2</sup>							
3		0	0	0	0	0	0	0	0	0	0
4	CRT	503	225	358	91	0	0	0	0	0	1177
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	O	0	0
8	CRT	888	229	187	57	. 0	0	0	0	0	1361
HIGH SCHOOL : 10	CRT	676	225	183	27	, 0	0	0	0	0	1111

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>&</sup>lt;sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

## TABLE 6 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE

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FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

2004-2005

ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	9B ROW TOTAL⁴							
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

|--|

<sup>&</sup>lt;sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>&</sup>lt;sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

# TABLE 6 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

### 2004-2005

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
			Nearing Proficient	Proficient	Advanced						
GRADE LEVEL	TEST NAME	Achievement Level <sup>5</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>6</sup>
3		0	0	0	0	0	0	0	C	0	0
4	CRT-Alternate	9	23	46	39	0	0	0	C	0	117
5		0	0	0	0	0	0	0	C	0	0
6		0	0	0	0	0	0	0	C	0	0
7		0	0	0	0	0	0	0	C	0	0
8	CRT-Alternate	17	23	54	35	0	0	0	C	0	129
HIGH SCHOOL : 10	CRT-Alternate	13	13			0	0	0	C	0	109

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

<sup>&</sup>lt;sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>&</sup>lt;sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standard was invalid.

### TABLE 6

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

FORM EXPIRES: 09/30/2007

STATE: MT - MONTANA

2004-2005

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	0	0	0	0	0
4	1177	0	117	1	1295
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	1361	0	129	6	1496
HIGH SCHOOL (SPECIFY GRADE:) 10	1111	0	109	8	1228

<sup>&</sup>lt;sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>&</sup>lt;sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

### TABLE 6 COMMENTS

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO	BACK	
		STATE: MT - MONTANA
Which		Discrepancies
assessment		
Math and Reading	For the 2004-	-05 school year Montana, for the first time, used the test window enrollment count. The differences in count between the
	enrollment co	ount and the numbers tested could be the result of any of several factors, including: the disaggregated enrollment was
		the students were simply not tested; the enrollment was flawed, with more students erroneously identified as IEP; or
		est booklets failed to have the IEP status recorded correctly. For the 2004-05 school year, there is no way to tell
	the reason fo	r the discrepancy between the IEP count and the number of students tested. Montana is working to resolve this issue.
		the process of developing a student-level database system that will resolve some of these issues.
		s anticipated to be fully operational by 2008-09 school year.

### TABLE 6 COMMENTS

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MT - MONTAN
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### COMMENTS

Montana does not allow students to take assessments out of level.
Montana uses Criterion-Referenced Test (CRT). Proficiency Levels are: Novice, Nearing Proficient, Proficient, Advanced.
Montana does not have an alternate assessment based on grade level standards.